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ABSTRACT

This selected bibliography of 200 references provides a guide to the professional literature relevant to school mental health published between the years 1970 and 1973. The annotations which accompany each reference are intended to be factual summaries of the author's methodology and results and are not evaluative or critical. The list is arranged by subject, with selected cross references and is intended to serve as a background and/or reference source for professional and paraprofessional mental health personnel, school administrators, teachers, and community action groups. In addition, it contains prototypes for the various school systems that are planning or evaluating mental health programs. The majority of the references are in the areas of: (1) school mental health and related programs; (2) mental health personnel, including teachers, nonprofessionals, peers, and parents; and (3) prevention and intervention. Though items on treatment in the form of behavior modification is included, material on other types of treatment or other kinds of therapy has been omitted. (Author)

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BIBLIOGRAPHY
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IN THE
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1970-1973

U.S. DEPARTMENT OF HEALTH
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FOREWORD

This annotated bibliography will be extremely useful to professionals who work with children, parents and teachers. The publication is comprehensive and representative of the literature for the early 1970s, and it is a significant contribution to the field of school mental health.

This bibliography is indicative of the NIMH goals of integrating and disseminating promising research to persons in the field who can apply that research to school mental health programs. All too often in the past, a time lag between basic research, applied research and its application to school mental health services has been too great. This is a concerted effort by our enthusiastic NIMH Communication Center staff to meet the challenge of our Director, Dr. Bertram S. Brown's number one priority—child mental health.

Edwin J. Nichols, Ph.D.

Chief, Center for Studies of Child and Family Mental Health

PREFACE

This selected bibliography provides a guide to the professional literature relevant to school mental health published between the years 1970 and 1973. The annotations which accompany each reference are intended to be factual summaries of the author's methodology and results, and are not evaluative or critical. The list is arranged by subject, with selected cross references.

It is intended to serve as a background and/or reference source for professional and paraprofessional mental health personnel, school administrators, teachers, and community action groups. In addition, it contains prototypes for the various school systems that are planning or evaluating mental health programs.

The majority of the references are in the areas of (1) school mental health and related programs, (2) mental health personnel, including teachers, nonprofessionals, peers, and parents, and (3) prevention and intervention. Though treatment in the form of behavior modification is included, other types of treatment or other kinds of therapy have been omitted.

The 200 references in this bibliography were selected primarily from publications in the United States, Canada, and England. Though several foreign language papers are included, the list should not be treated as an exhaustive collection of world literature.

Resources at the National Institute of Mental Health Library, the National Library of Medicine, and the University of Maryland Library were used, as well as the following secondary sources: *Index Medicus*, *Psychological Abstracts*, *Education Index*, *Current Index to Journals in Education*, and the data banks of the National Clearinghouse for Mental Health Information, the National Library of Medicine, and the ERIC Clearinghouse.

Jean A. Westler
Compiler

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GENERAL

1. Abrams, Irving; Daugherty, Louise G.; Abrams, Richard S.; and Vanecko, Michael. Improving the quality of life: Part I. *Journal of School Health*. Vol. 41(6):296-303, June 1971.

The authors give an overview of the problems that reduce the quality of health, education, and welfare of the child.

2. American Psychiatric Association. Position statement on crisis in child mental health: Challenge for the 1970's. The final report of the Joint Commission on Mental Health of Children. *American Journal of Psychiatry*. Vol. 126(8):181-187, February 1970.

A favorable, supportive statement is issued, with recommendations for further study.

3. Bakwin, Harry, and Bakwin, Ruth Morris. *Behavior Disorders in Children*. 4th ed. Philadelphia: Saunders, 1972. 714 pp.

This volume includes explanations about the nature of the varied forms of deviant behavior and management procedures to correct them.

4. Bentz, W. Kenneth. An assessment of the mental health of teachers: A comparative analysis. *Psychology in the Schools*. Vol. 8(1):72-76, 1971.

In a comparison with random population and community leaders, using the categories "well," "mild-moderate," and "psychiatric impairment," teachers exhibit less psychiatric impairment, more mild-moderate symptoms, and are generally as well as the other two groups.

5. Bentz, W. Kenneth; Hollister, William G.; and Kherlopian, Margaret. Attitudes of social distance and social responsibility for mental illness: A comparison of teachers and the general public. *Psychology in the Schools*. Vol. 7(2):198-203, 1970.

An attitudinal survey revealed that a poor, not well-educated, rural public was more willing to interact with ex-mental patients and expressed a greater degree of social responsibility for mental illness than did the middle-class, well-educated, rural teacher.

6. Bernard, Harold W. *Mental Health in the Classroom*. New York: McGraw-Hill, 1970. 549 pp.

This book is designed to help teachers develop teaching techniques and solve some of the mental health problems they will encounter in the classroom. End of chapter references and an extensive bibliography are included.

7. Commission on Emotional and Learning Disorders in Children. *The CELDIC Report: One Million Children*. Ontario, Canada: Canadian Mental Health Association, 52 St. Clair Avenue East, Toronto 7, 1970. 521 pp.

A national inquiry initiated in 1966 attempts to identify problem areas of services in Canada for children with emotional and learning disorders.

8. Group for the Advancement of Psychiatry. *Crisis in Child Mental Health: A Critical Assessment*. Vol. 8, Report No. 82. New York: Group for the Advancement of Psychiatry, February 1972.

The report of the Joint Commission on Mental Health of Children is criticized for not dealing adequately with the basic issue of child advocacy and prevention, and for setting forth many recommendations but no priorities.

9. Henke, Lorraine J. Perception of health problems of junior high school students. *School Health Review*. Vol. 3(6):3-5, November-December 1972.

A questionnaire was given to students, parents, health educators, and doctors to determine and evaluate the health problems of junior high school students.

10. Joint Commission on Mental Health of Children. *Crisis in Child Mental Health: Challenge for the 1970's*. New York: Harper & Row, 1970. 578 pp.

The Joint Commission urges a massive national commitment to children, including prevention, diagnosis, and treatment of mental and emotional disorders.

11. Lystad, Mary, ed. *The Mental Health of Children: Research Programs Supported by the National Institute of Mental Health*. NIMH, 5600 Fishers Lane, Rockville, Md. 20852, October 1972. 112 pp.

Presented in this book are indicative abstracts of the Institute's extramural research grants and contracts and NIMH intramural research programs active as of December 1971.

12. McConville, B. J. Child psychiatry: services for one million children? A critical overview of recent surveys on emotionally disturbed children and youth. Symposium. *Canadian Psychiatric Association Journal*. Vol. 17(4):265-272, August 1972.

This symposium discusses *The CELDIC Report: One Million Children*, and deals with the problems of implementation.

13. Ontario Committee of the Commission on Emotional and Learning Disorders in Children. A supplementary publication to *The CELDIC Report: One Million Children*. Ontario, Canada: Canadian Council on Children and Youth, 165 Bloor Street East, Toronto 5, September 1970. 145 pp.

This report reflects local implementation based on the results of a national study, with a special emphasis on preventive activities and a community-centered approach.

14. President's Task Force on the Mentally Handicapped. The prevention of mental retardation and mental illness. In: President's Task Force. *Action Against Mental Disability*. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1970. pp. 18-25.

The President's Task Force concludes that services for children, particularly those under 5 years of age, should have the highest priority, especially in the area of prevention.

15. Sarri, Rosemary C., and Maple, Frank F. *The School in the Community*. Washington, D. C.: National Association of Social Workers, 1972. 304 pp.

A social worker point of view on prevention, detection, and intervention in the area of school mental health is presented.

16. Segal, Julius, ed. *The Mental Health of the Child: Program Reports of the National Institute of Mental Health*, (PHS Publication No. 2168) Washington, D. C.: Superintendent of Documents, U.S. Government Printing Office, 1971. 588 pp.

The 42 reports included in this volume provide examples of past and current efforts by NIMH in the areas of prevention, etiology, diagnosis and treatment, and basic research.

17. Shaw, Charles R. *When Your Child Needs Help: A Psychiatrist Looks at the Emotional Problems of Children*. New York: William Morrow, 1972. 309 pp.

This book is written for parents who have, or suspect they have, an emotionally disturbed child—and for teachers who are in the unique position of being able to detect serious disorders in their pupils.

18. Tanner, Laurel N., and Lindgren, Henry Clay. *Classroom Teaching and Learning: A Mental Health Approach*. New York: Holt, Rinehart & Winston, 1971.

The authors use mental health as the framework for discussing motivation and anxiety in school, behavior problems, socioeconomic factors in learning, the disadvantaged child, and relations with parents and the community.

19. U.S. Department of Health, Education, and Welfare, National Institute of Mental Health. *Ad Hoc Committee on Child Mental Health: Report to the Director*. Washington, D. C.: NIMH, February 1971. 65 pp.

The committee identifies the issues, makes recommendations, and calls for increased and far reaching activities and commitments in the area of child mental health.

20. *White House Conference on Children, 1970*. Washington, D. C.: Superintendent of Documents, U.S. Government Printing Office, 1971. 451 pp.

Multidisciplinary forums on children (ages 0-13) define problems, seek new knowledge, evaluate past success and failure, and outline alternative courses of action.

21. World Health Organization. *WHO Mental Health Activities: No. 23*. New York: World Health Organization, 1970. 24 pp.

A review of WHO activities for 1970 includes the teaching of mental health in public health schools.

PROGRAMS

School Mental Health Programs and Pilot Studies

22. Abrams, Richard S.; Vanecko, Michael; and Abrams, Irving. A suggested school mental health program. *The Journal of School Health*, Vol. 42(3):137-141, March 1972.

Psychiatrists, school psychologists, social workers, and health nurses should receive training in education in order to create a working, viable mental health team to cooperate with teachers and students.

23. American Institutes for Research in the Behavioral Sciences. *Model Programs. Childhood Education: Dubnoff School for Educational Therapy*. Washington, D. C.: Superintendent of Documents, U.S. Government Printing Office, 1970. 24 pp.

Described as one of thirty-four booklets in a series of promising programs on childhood education, the report provides information on aspects of the program designed for the educationally disadvantaged.

24. Cahn, Lorynne, and Petersen, Robert. Education and mental health: A need for interdisciplinary involvement. *Journal of School Health*, Vol. 43(4):218-220, April 1973.

Children with combined emotional and academic problems can be treated successfully only through interdisciplinary approach.

25. Cowen, Emory L. Emergent directions in school mental health. *American Scientist*, Vol. 59(6):723-733, 1971.

The development and evaluation of a program for early detection and prevention of ineffective school behavior is discussed, including early screening techniques, use of nonprofessional child aides, preventive interventions, and the role of the school mental health professional as a consultant, trainer, and resource person for the many.

26. Cowen, Emory L.; Dorr, Darwin; Izzo, Louis D.; Madonia, Angelo; and Trost, Mary Ann. The Primary Mental Health Project: A new way to conceptualize and deliver school mental health service. *Psychology in the Schools*, Vol. 8(3):216-225, 1971.

The usefulness of the PMHP (an experimental demonstration program) as a method of early detection and prevention of ineffective school function in primary grade children is discussed. During its 10 years of existence the program has expanded, objectives have changed, and the role of school mental health professionals has been redefined.

27. Dorr, Darwin. Teachers' perception of a school mental health project. *Journal of School Psychology*. Vol. 10:76-78, March 1972.

Teachers from participating schools evaluated the Primary Mental Health Project, a preventively oriented program. Overall, expressed attitudes were positive, especially in schools which had more mental health professional time.

28. Fenton, Floss. The helping teacher. *School Health Review*. Vol. 4(1):24-25, January-February 1973.

The author outlines the roles and activities of health education specialists in Prince George's County Public Schools, Maryland.

29. Gold, Leonard. A community mental health approach to the emotionally and perceptually handicapped in the public schools. *Connecticut Medicine*. Vol. 35(3):155-160, 1971.

The author outlines a school mental health program that parallels the community mental health approach, especially in the area of intervention.

30. Gram, Dorothy. Improving a school's mental health climate. *Elementary School Guidance and Counseling*. Vol. 6:138-139, December 1971.

Suggestions are given for meetings between teachers, counselors, and principal to brainstorm ideas for handling problem students.

31. Griffin, Carol Lee. A school system's quest for renewal: The struggle to change from within. [Digest of a paper to be presented at the American Orthopsychiatric Assn. Meeting, May 29-June 1, 1973.] *American Journal of Orthopsychiatry*. Vol. 43(2):224-225, March 1973.

The author discusses and evaluates several mental health projects and programs that evolved from the Quincy Project for Educational Development (Quincy, Mass.).

32. Harris, William H. Some current reflections concerning modern public school health programs. *Journal of School Health*. Vol. 40(1):42-43, 1970.

Modern mental and physical health programs in the public schools are not meeting the standards of the administrators, and action is recommended to close the gap between expectations and performance.

33. Kleisinger, Gerald J. The individual readiness and diagnostic test for pre-school evaluation and early intervention. *Journal of School Health*. Vol. 43(4):233-235, April 1973.

Regina Rural Health Region, Canada, formulated an IRDT and beginners' clinic for 1000 entering first graders. Goal: prevent failure syndrome. Results: positive, could be major preventive tool.

34. Litchfield, Ticknor B. A school system with a comprehensive program in health education. *Journal of School Health*. Vol. 43(4):235-239, 1973.

This paper describes a 5-year ongoing program of a community-teacher-student involved program of health education in New York State.

35. Marrone, R. Thomas, and Anderson, Nancy. Innovative public school programming for emotionally disturbed children. *American Journal of Orthopsychiatry*, Vol. 40(4):694-701, July 1970.

In an experimental project, special classes conducted for problem children within the school allowed the emotionally disturbed child to move back into regular classes when ready.

36. Monea, Helen Pazdor. Learning problems: A new way of delivering services. *Journal of School Health*, Vol. 43(4):228-233, April 1973.

A child psychiatric nurse describes her involvement on a multi-disciplinary team of seven health and therapy specialists who helped teachers develop new methods of teaching.

37. Montague, Ernest K., and Taylor, Elaine N. *Handbook on Procedures for Evaluating Mental Health Indirect Service Programs in Schools*. Human Resources Research Organization, 300 North Washington Street, Alexandria, Virginia 22314, August 1971. 123 pp.

The handbook provides guidelines for evaluating school mental health programs.

38. Morse, William C. If schools are to meet their responsibilities to all children. *Childhood Education*, Vol. 46(6):299-303, March 1970.

The criteria for an "ideal" school environment requires a total focus on the individual child and includes teacher retraining, curriculum and goal-setting changes, child support from aides and lay volunteers, use of mental health experts and more pupil-parent-teacher-expert joint planning and evaluation.

39. Mumford, Emily. Promises and disaffections in mental health programs in schools. *Psychology in the Schools*, Vol. 7(1):20-28, 1970.

A review of the literature indicates that a successful school mental health program requires a well articulated professional team who works in close collaboration with parents, teachers, and school administrators.

40. Nader, Philip R.; Emmel, Anne; and Charney, Evan. The school health service: A new model. *Pediatrics*, Vol. 49(6):805-813, June 1972.

A pilot school health project used a health paraprofessional, the School Health Assistant, to work with the mental health team in an inner city elementary school. It developed new roles for school physician and nurse by linking the school health program with the local neighborhood health center.

41. National Institute of Mental Health. *Mental Health and Learning: When Community Mental Health Centers and School Systems Collaborate*. (DHEW Publication No. (HSM) 72-9146) Washington, D. C.: Superintendent of Documents, U.S. Government Printing Office, 1972. 68 pp.

Ways and means to utilize Title 1, ESEA (Pub. Law 89-10) and CMHC Act (Pub. Law 88-164) to encourage and support the development of collaborative school mental health programs are presented. Discussion of selected collaborative programs and a list of ongoing programs are included.

41.1 Ojemann, Ralph H. Education in human behavior in perspective. *People Watching*. Vol. 1(2):58-67, 1972.

Describes a program of education in human behavior from pre-school through senior high school that has been found to help children deal more effectively with interpersonal relations, to prevent the development of unnecessary mental strains, and to facilitate the development of positive mental health.

41.2 Ojemann, Ralph H. Self-guidance as an educational goal. *Elementary School Journal*. Vol. 72(5):247-257, February 1972.

The implications of self-guidance as an educational goal. Such a goal requires that a child have the opportunity to gain insight into the causes and consequences of human behavior. Curriculum materials are being developed to provide education in this area.

See also 65, 77, 93, 108, 114, 117, 122, 127, 153, 157, 159, 160, 161, 174, 175, 182, 185, 192, 194, 195, 196.

Community and School Collaboration

42. Fukuoka Prefecture Mental Health Center. Mental health systematization activities at Tsuyazaki-Cho: Psychiatric therapy in the community—first report. In: *Annual Report of Fukuoka Prefecture Mental Health Center*. Japan: Fukuoka Prefecture MHC, 1970. pp. 138-142.

The educator's role in a community mental health center program is discussed.

43. MacLennan, Beryce, and Ochberg, Frank M. Community mental health and the secondary school. *Bulletin of the National Association of Secondary School Principals*. Vol. 55(354):106-116. April 1971.

The role of the National Institute of Mental Health in schools and local mental health agencies throughout the United States is discussed.

44. Russell, Kenneth R. et al. *Innovations in Providing Community Oriented Institutional Care of Emotionally Disturbed Children*. New York: American Orthopsychiatric Association, March 26, 1970. 19 pp.

A 5-year demonstration program utilized community schools and resources to avoid institutionalization of emotionally disturbed children.

45. Ryker, Millard, and Vierkant, Arlyn. Community mental health and the schools: Perceptions of educational personnel. *Community Mental Health Journal*. Vol. 8(2):87-91, May 1972.

This survey indicated that educators want increased mental health assistance and a collaborative relationship with mental health clinics.

46. Schonfeld, William A. Comprehensive community programs for the investigation and treatment of adolescents. In: Howells, J. *Modern Perspectives in Adolescent Psychiatry*. New York: Brunner/Mazel, 1971. pp. 483-511.

The school as an integral part of prevention and intervention in a community program is discussed.

47. Tharp, Roland G.; Cutts, Robert I.; and Burkholder, Rachel. The community mental health center and the schools: A model for collaboration through demonstration. *Community Mental Health Journal*, Vol. 6(2):126-135, April 1970.

A demonstration classroom, staffed jointly by the public schools and a mental health center, served in a dual capacity as an observation, participation and training program for teachers, and a direct therapeutic and academic service to emotionally disordered adolescents.

48. Williams, Frank S. The effectiveness of community mental health treatment and prevention programs for children. [A review of a paper presented at the 48th Annual Meeting of the American Orthopsychiatric Association.] *American Journal of Orthopsychiatry*, Vol. 41(2):319, 1971.

Training, therapeutic, and educational efforts are geared to maintaining children within normal school settings, following the Center's short-term evaluation and treatment intervention.

See also 40, 41, 64, 77, 116, 196.

College Mental Health Programs

49. Amada, Gerald, and Swartz, Jacqueline. Social work in a college mental health program. *Social Casework*, Vol. 53(9):528-533, November 1972.

Casework services that aid students from disadvantaged backgrounds are discussed.

50. Bloom, Bernard L. Current issues in the provision of campus community mental health services. *Journal of the American College Health Association*, Vol. 18(4):257-264, 1970.

This survey reveals which services should be available in the area of intervention, and that resources do not meet the clinical demands.

51. Bloom, Bernard L. A university freshman preventive intervention program: Report of a pilot project. *Journal of Consulting and Clinical Psychology*, Vol. 37(2):235-242, 1971.

The project is described and evaluated as favorable, and suggestions for an improved program are given.

52. Davis, Kenneth, and Swartz, Jacqueline. Increasing black students' utilization of mental health services. *American Journal of Orthopsychiatry*, Vol. 42(5):771-776, October 1972.

The senior author, a black psychiatric social worker, describes methods that significantly increased black student participation in a pilot program of mental health services at a city college.

53. Falk, Ruth B. Innovations in college mental health. *Mental Hygiene*, Vol. 55(4):451-455, 1971.

Innovations (including prevention) are studied, and the programs in use at some institutions are outlined.

54. Farnsworth, Dana L. College mental health and social change. *Annals of Internal Medicine*, Vol. 73(3):467-473, 1970.

The author discusses college mental health services, statistics and origins of psychiatric disorders among students, including destructive radicals, and the role of the campus psychiatrist.

55. Kalafat, John, and Tyler, Mary. The community approach: Programs and implications for a campus mental health agency. *Professional Psychology*, Vol. 4(1):43-49, 1973.

The Telephone Counseling Service breaks with traditional strategies by using student paraprofessionals and the community approach in dealing with mental health problems on campus.

56. Leiterman, Peggy Horwitz. *Attitudinal and Behavioral Changes in Self-Directed and Leader-Directed Personal Growth Groups*. (ED.D. Dissertation). University of Kentucky, 1970. 155 pp. Ann Arbor, Mich.: Dissertation Abstracts International, Univ. M-Films, No. 71-19378.

The results of an experimental program among college students indicate that peers are more effective than a professionally trained leader in personal growth groups.

57. Leviton, Dan. A course on death education and suicide prevention: Implications for health education. *Journal of the American College Health Association*, Vol. 19(4):217-220, 1971.

The organizational features and a list of topics for this college course are presented, along with the theory that it can be a useful intervention tool.

58. McCarthy, Barry W. New approaches to mental health services in colleges and universities. *Psychological Reports*, Vol. 27(2):420-422, 1970.

Several innovative procedures that focus on prevention and development of positive functioning are discussed.

59. Palach, Yan. Suicide, first cause of death of 20-24-year-old students. [Le suicide, premiere cause de mort entre 20 et 24 ans.] *Semaine des Hopitaux* (Paris), 46(Informations):21-29, November 20, 1970.

The author reviews results and statistics of extensive French and international research pertaining to suicide among university students, and suggests various intervention techniques.

60. Richek, Herbert G. Assessing the mental health of college students: A comparison of three samples. *Journal of School Health*, Vol. 40(3):139-144, March 1970.

The author describes the use of the Bown Self-Report Inventory

(SR1) as a quick-screening device to identify college students in "crisis," and thus contribute to optimal utilization of relatively scarce professional time.

61. Seiden, Richard H. The problem of suicide on college campuses. *Journal of School Health*. Vol. 41(5):243-248, 1971.

Intervention and recommendations for prevention are discussed in this survey of recent studies of suicide among college students.

62. Sperling, Eckhard. Psychotherapeutic help for students. [Das Psychotherapeutische Angebot für Studenten.] *Praxis der Psychotherapie* (München), Vol. 15(4):162-170, 1970.

The need for psychotherapeutic services for college students, and the problems involved in establishing student health centers where neuroses could be prevented and treated, are discussed.

63. Woodmansey, A. C. Psychotherapy in the student health service. *Lancet* (London), No. 7709:1122-1123, 1971.

A pilot scheme is described for providing mentally disturbed college students with professional psychotherapy.

PREVENTION AND INTERVENTION

Prevention

64. Becker, Alvin; Wylan, Louise; and McCourt, William. Primary prevention—whose responsibility? *American Journal of Psychiatry*. Vol. 128(4):412-416, 1971.

Using the Boston State Hospital Program as a model, the authors suggest that community mental health centers must develop primary prevention services for high-risk groups in their catchment areas.

65. Berlin, Irving N., and Berlin, Roxie. Parents' role in education as primary prevention. [Digest of paper to be presented at American Orthopsychiatric Association Meeting, May 29-June 1, 1973.] *American Journal of Orthopsychiatry*. Vol. 43(2):221-222, March 1973.

Using data from several pilot projects, the authors develop the rationale for a prevention program of major importance to mental health of children and parents.

66. Derosis, Helen A. Parent group discussions: A preventive mental health technique. *Family Coordinator*. Vol. 19(4):329-334, 1970.

This paper describes a procedure which has had some effectiveness in parent group discussions in a public school setting.

67. Deterline, William A. Other secrets we keep from students. *Educational Technology*. Vol. 10(12):7-10, 1970.

The author proposes that the educational systems switch from negative to positive motivational tools in order to promote mental health and eliminate self-defeating negativism.

68. Garmezy, Norman. Vulnerability research and the issue of primary prevention. *American Journal of Orthopsychiatry*, Vol. 41(1):101-116, 1971.

Using high-risk children as his strategy, the author focuses upon research on the etiology of psychiatric disorder for the purpose of primary prevention.

69. Hawkins, Robert P. It's time we taught the young how to be good parents (and don't you wish we'd started a long time ago?). *Psychology Today*, November 1972, pp. 28-30+.

This training program in child-rearing is based on the supposition that preventive mental health practices begin at home.

70. Long, Barbara Ellis. Behavioral science for elementary-school pupils. *Elementary School Journal*, Vol. 70(5):253-260, 1970.

A 1-year trial program indicated that instructing sixth graders in behavioral science may help prevent future emotional disturbances and student unrest.

71. Mantz, Genelle. Can mental health be taught? *Journal of School Health*, Vol. 42(7):398-399, September 1972.

Guidelines for teachers in the areas of prevention, intervention, and promotion of mental health are discussed.

72. Mosher, Ralph L., and Sprinthall, Norman A. Psychological education in secondary schools: A program to promote individual and human development. *American Psychologist*, Vol. 25(10):911-924, 1970.

A psychology program was instituted to help high school adolescents in their process of identity formation.

73. Nolte, A. E. et al. Acquiring values: Mental health. *Instructor*, Vol. 81:51-53, August 1971.

The authors suggest that the mental health and security of teachers is a key factor in promoting mental health of school children.

74. Pancrazio, James J. *Mental Health and the Elementary School Counselor and Classroom Teacher*. [Paper presented at American Personnel and Guidance Assn. Convention, New Orleans, La., March 22-26, 1970.] Washington, D. C.: American Personnel and Guidance Assn., 1970, 12 pp.

This paper explores the roles of elementary school counselors and teachers in preventive mental health programs.

75. Stringer, Lorene A., and Taylor, Robert M. *Project Summary: Mothers as Colleagues in School Mental Health Work*. Final Report, NIMH Grant MH-14793, 1970. 8 pp.

A program of primary prevention of emotional disturbances was instituted at the beginning of the kindergarten year. Mothers of the entering children were colleagues with the school personnel and mental health personnel.

76. Wadsworth, H. G. Meeting socio-educational needs. *Childhood Education*. Vol. 47(3):148-151, December 1970.

Elementary school systems can adopt a preventive approach toward improving the mental health of its students and staff through supportive services and individualized programming.

77. Williams, Robert Bruce. The helping professions: Problems only? *Journal of School Health*. Vol. 40(1):24-27, January 1970.

The author focuses on prevention in professional training programs, expansion of school health services to include gifted children, and community cooperation in areas of research and social action.

See also 1, 5, 9, 14, 22, 25, 26, 27, 29, 33, 39, 42, 46, 48, 51, 53, 54, 56, 58, 59, 61, 62, 78, 84, 85, 93, 102, 107, 111, 113, 116, 118, 122, 123, 125, 150, 153, 156, 161, 171, 173, 174, 175, 176, 177, 180, 183, 188, 189.

Detection

78. Balsar, Benjamin Harris. Psychiatry in the schools. *Psychiatric Annals*. Vol. 2(5):66-76, May 1972.

A research and study program to identify and help high-risk students is discussed.

79. Cartwright, G. Phillip; Cartwright, Carol A.; and Ysseldyke, James E. Two decision models: identification and diagnostic teaching of handicapped children in the regular classroom. *Psychology in the Schools*. Vol. 10(1):4-11, January 1973.

This alternative to traditional special education focuses on school psychologist-regular classroom teacher interaction, with emphasis on early detection and prevention of serious learning disorders and appropriate intervention.

80. Cowen, Emory; Dorr, Darwin A.; and Orgel, Arthur R. Interrelations among screening measures for early detection of school dysfunction. *Psychology in the Schools*. Vol. 8(2):135-139, 1971.

The authors tested several screening procedures for use on a large scale to accurately predict high-risk or maladjusted students.

81. Faulk, Charles J. Symposium: Who are they? Identifying disturbed children in the classroom. *Childhood Education*. Vol. 46(6):293-298, 1970.

This paper is directed towards teachers and parents, with suggestions for intervention.

82. Flapan, Dorothy, and Neubauer, Peter B. *Developmental Groupings of Pre-school Children*. New York: Child Development Center, 1970. 25 pp.

This paper reports a longitudinal study of the mental health or pathology of a non-clinical population of 45 children (4-6 years old)

from an environment of economic, educational and cultural advantage.

83. Glavin, John P. Persistence of behavior disorders in children. *Exceptional Children*, Vol. 38(5):367-375, 1972.

After a 4-year interval, persistent disturbances were found in 30% of the behavior disordered children who had completed the original screening and had not received any type of intervention.

84. Hammer, Max. A teacher's guide to the detection of emotional disturbance in the elementary school child. *Journal of Learning Disabilities*, Vol. 3(10):35-37, October 1970.

The author presents a checklist for teacher's use in detecting emotional disturbance.

85. Krakowski, Adam J. Depressive reactions of childhood and adolescence. *Psychosomatics*, Vol. 11(5):429-433, 1970.

To prevent or treat depression, the author suggests training school personnel and social workers to recognize symptoms.

86. Miller, Lovick C. School behavior check list: An inventory of deviant behavior for elementary school children. *Journal of Consulting and Clinical Psychology*, Vol. 38(1):134-144, February 1972.

Using various scales and research data, this study attempts to develop a tool for obtaining teacher ratings of children's deviant behavior.

87. Nelson, C. Michael. Techniques for screening conduct disturbed children. *Exceptional Children*, Vol. 37(7):501-507, March 1971.

Though written tests were used, teacher observation proved to be very accurate in the detection process.

88. Noshpitz, J. D. Quiet ones, the noisy ones. *Today's Education*, Vol. 60:24-27, September 1971.

The author suggests that a child's noise or habitual silence is a sign or symptom of an emotional problem, and the teacher must learn to recognize and deal with it accordingly.

89. Rubin, Eli Z. A psycho-educational model for school mental health planning. *Community Mental Health Journal*, Vol. 6(1):31-39, February 1970.

For early identification, evaluative screening, and remediation of maladjusted school children the author used a behavior checklist, supplemented by a psychological assessment of cognitive, perceptual, and motor functions.

90. Rubin, Rosalyn, and Balow, Bruce. Learning and behavior disorders: A longitudinal study. *Exceptional Children*, Vol. 38(4):293-299, 1971.

A survey of 967 students in kindergarten through third grade suggests that the *rigid norm* of behavior may account for the high percentage of *non-normal* students.

91. Saunder, Bruce T. A procedure for the screening, identification, and diagnosis of emotionally disturbed children in the rural elementary school. *Psychology in the Schools*, Vol. 9(2):159-164, 1972.

The author developed an inexpensive SID test, to be administered by the teacher and directed by an SID coordinator, for use in rural areas that lack mental health professionals.

92. Schultz, Edward W.; Manton, Anne B; and Salvia, John A. Screening emotionally disturbed children in a rural setting. *Exceptional Children*, Vol. 39(2):134-137, October 1972.

Though the teacher's evaluation is still the most reliable source for spotting potential problems, guidelines are needed to determine what constitutes a potential mental health problem in children.

93. Silver, Archie A., and Hagin, Rosa A. Profile of a first grade: A basis for preventive psychiatry. *Journal of the American Academy of Child Psychiatry*, Vol. 11(4):645-674, October 1972.

In a school mental health program the screening exam involved psychiatric, neurological, perceptual, psychological, and educational evaluation of each child.

94. Werry, John S., and Quay, Herbert C. The prevalence of behavior symptoms in younger elementary school children. *American Journal of Orthopsychiatry*, Vol. 41(1):136-143, January 1971.

The authors discuss detection techniques used by teachers and professionals on a group of children ages five to eight.

See also 3, 17, 25, 26, 27, 33, 39, 42, 60, 107, 122, 124, 135, 138, 153, 156, 157, 161, 175, 179, 180, 184, 189.

High-risk

See 64, 68, 78, 80, 94, 131.

Intervention

95. Aguado, Deborah K., and Sperber, Zanwil. Rapping on the high school campus: Relating professional mental health capabilities to the problems of an urban high school community. [Digest of a paper presented at the Forty-Ninth Annual Meeting of the American Orthopsychiatric Assn., Detroit, Mich., April 5-8, 1972.] *American Journal of Orthopsychiatry*, Vol. 42(2):304-305, March 1972.

Intervention techniques and application are discussed.

96. Allen, Thomas W. The evaluation of a program of special classes for "disruptive children" in an urban school system. *Community Mental Health Journal*, Vol. 6(4):276-284, August 1970.

A description and evaluation of a multidiscipline-center, in operation for 18 months and dealing primarily with the educational difficulties of disruptive children, are presented.

97. Barcai, Avner; Umbarger, Carter; Pierce, Thomas W.; and Chamberlain, Pamela. A comparison of three group approaches to under-achieving children. *American Journal of Orthopsychiatry*, Vol. 43(1):133-141, 1973.

This paper describes a 6-month intervention project—using group counseling, group remediation, and art activity—with fourth and fifth grade students from a low socioeconomic population.

98. Behrle, Frederick J. Problem solving behavior of teenagers: An indicator for classroom management. [Digest of a paper presented at the Forty-Ninth Annual Meeting of the American Orthopsychiatric Assn., Detroit, Mich., April 5-8, 1972.] *American Journal of Orthopsychiatry*, Vol. 42(2):305-306, March 1972.

A survey probes high school students' approach to provocative situations, focusing on disruptive patterns.

99. Billow, Carol, and Johnson, Barbara J. Help for the child in crisis. *School Health Review*, Vol. 4(1):22-23, January-February 1973.

A special education teacher became a successful behavioral floater and crisis intervention teacher at Forestville Elementary School, Md.

100. Bilsky, Linda. *Evaluation of a Specialized Nursery School Program for Emotionally Disturbed Children. Interim Report*. New York: Teachers College, Columbia University, August 1970. 14 pp.

This study evaluates the usefulness of teacher rating and observational techniques as effective tools in the evaluation of a preschool program.

101. Blom, Dorothy. A nurse's experience with a standby program in an elementary school. *Journal of School Health*, Vol. 41(5):249-253, May 1971.

The planning, staffing, orientation, and goals of an ongoing standby program are discussed.

102. Bluth, Linda et al. *Emotional Disturbance: Preschool Intervention and Prevention*. Urbana, Ill.: Dept. of Special Education, Illinois University, 1971. 18 pp.

This bibliography lists articles, books, and films published between 1960-1970 dealing with emotionally disturbed children from birth through kindergarten. Entries are keyed for teachers, social workers, psychologists, administrators, and parents.

103. Brown, Daniel G. *Behavior Modification in Child and School Mental Health: An Annotated Bibliography on Applications with Parents and Teachers*. (DHEW Publication No. (HSM) 71-9043) Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1971. 41 pp.

Most of the 118 abstracts, covering the period 1962-1971, are concerned with reports on parents and teachers who were trained to carry out the therapeutic process involving children with a wide variety of emotional and behavior problems.

104. Chadbourn, Gerald L. To heal the breach: A program for maladjusted adolescents. *School Counselor*, Vol. 19(2):92-96, November 1971.

The author offers a program to increase attendance and acceptance of peers and authorities, decrease suspensions, improve grades, and increase educational aspirations of maladjusted secondary school boys.

105. Claiborn, William L., and Cohen, Robert. *School Intervention*. Vol. 1—Of a Continuing Series in Community-Clinical Psychology. New York: Behavioral Publications, 1973. 265 pp.

This edited collection of papers on school intervention for mental health discusses training of professionals, programs, evaluation techniques, and strategies for effective intervention.

106. Cooper, Atha J.; Newton, M. R.; and Brown, Racine D. The development of behavior control competency in preadolescence: A case vignette. *People Watching*, Vol. 1(1):32-36, 1971.

A third party interventionist worked effectively with a group of sixth grade girls who were fighting, forming hate clubs, and causing discipline problems. It is suggested that the crisis intervention approach can be effectively used by classroom teachers and school administrators as well.

107. Cowen, Emory L. Coping with school adaptation problems. *Psychology in the Schools*, Vol. 8(4):322-329, 1971.

The author calls for a definition of school maladaptation, its causes, solutions and conceptual alternatives.

108. Cowen, Emory L.; Dorr, Darwin A.; Trost, Mary Ann; and Izzo, Louis D. Follow-up study of maladapting school children seen by nonprofessionals. *Journal of Consulting and Clinical Psychology*, Vol. 39(2):235-238, 1972.

The use of trained aides produced enduring, as well as immediate, positive effects.

109. Csapo, Margaret G. *Utilization of Normal Peers as Behavior Change Agents for Reducing the Inappropriate Behavior of Emotionally Disturbed Children in Regular Classroom Environments*. (Ph.D. Dissertation). University of Kansas, 1971. 167 pp. Ann Arbor, Mich.: Dissertation Abstracts International, Univ. M-Films, No. 71-27137.

In an experiment using peer recorders and peer models with emotionally disturbed children, it was indicated that children as intervention agents can produce lasting behavioral change in a disturbed peer's inappropriate classroom behavior.

110. Eagle, Carol J., and Ray, Dolores. The problem solving group: A quadripartite systems approach to school behavior problems. [Digest of a paper presented at the Forty-Ninth Annual Meeting of the American Orthopsychiatric Assn., Detroit, Mich., April 5-8, 1972.] *American Journal of Orthopsychiatry*, Vol. 42(2):308, March 1972.

A four-sided group, composed of an elementary school child, his

parents, the teacher, and the group leaders, worked together to solve his disruptive behavior in the classroom.

111. Edmonds, Edith. Matching books to a child's need. *Instructor*, Vol. 82(2):160-164, October 1972.

This is a suggested reading list for children, grade levels indicated, to help children cope with their specific emotional needs and problems.

112. Goodall, Kenneth. Shapers at work. *Psychology Today*, November 1972, pp. 53-63+.

This is a wide-ranging report on the use of Skinnerian psychology of behavior modification in the classroom and total environment.

113. Gunn, Alexander D. G. The neglected child. *Nursing Times* (London), Vol. 66(30):946-947, 1970.

The author discusses school intervention programs that are needed for the thousands of children in England and Wales who are in the care of local authorities and the National Society for the Prevention of Cruelty to Children.

114. Hamburg, Beatrix A., and Varenhorst, Barbara B. Peer counseling in the secondary schools: A community mental health project for youth. *American Journal of Orthopsychiatry*, Vol. 42(4):566-581, July 1972.

The authors discuss the training methods for the Peer Counseling Program, and suggest criteria for judging the suitability and effectiveness of students in the counseling role.

115. Hume, Katherine. Counseling and consulting: Complementary functions. *Elementary School Guidance and Counseling*, Vol. 5(1):3-11, October 1970.

Results indicated that the most effective method of intervention was play therapy in combination with in-service consultation for teachers.

116. Kellam, Sheppard G., and Branch, Jeannette D. An approach to community mental health: Analysis of basic problems. *Seminars in Psychiatry*, Vol. 3(2):207-225, May 1971.

The authors discuss the community-wide intervention program for first graders in the Woodlawn Mental Health Center, Chicago, Illinois.

117. Kennedy, Daniel A., and Seidman, Stanely B. Contingency management and human relations workshops: A school intervention program. *Journal of School Psychology*, Vol. 10(1):69-75, 1972.

The results of the workshops and the attitudes of the participants (principals, administrators, and psychologists) are discussed.

118. Kluger, Jules M. The classroom as an outpatient kibbutz. *American Journal of Psychiatry*, Vol. 128(11):1395-1399, May 1972.

The author describes an approach to consultation with core city elementary schools that utilizes the concept of encouraging children to be helpful to each other.

119. Kolk, Charles J. Vander. Paraprofessionals as psychotherapeutic agents with moderately disturbed children. *Psychology in the Schools*, Vol. 10(2):238-242, April 1973.

This study evaluates the impact of the program on individual elementary school children and the paraprofessional aides.

120. Kraft, Arthur. New directions for the school psychologist. *Educational Forum*, Vol. 34:551-557, 1970.

An active role of intervention by the school psychologist is presented.

121. Krasnow, Anita. An Adlerian approach to the problem of school maladjustment. *Academic Therapy Quarterly*, Vol. 7(2):171-183, Winter 71/72.

The Adlerian approach is explained to be psycho-educational with the purpose of teaching, not treating. An in-depth case study is presented.

122. Lourie, Norman V., and Lourie, Betty P. A noncategorical approach to treatment programs for children and youth. *American Journal of Orthopsychiatry*, Vol. 40(4):684-693, July 1970.

The authors state that institutions now defined by category must be replaced by functional institutional arrangements, and that professionals must work together to insure that all children's services, including institutions, be organized primarily around the needs of children.

123. Lucco, Alfred A. Cognitive development after age five: A future factor in the failure of early intervention with the urban child. *American Journal of Orthopsychiatry*, Vol. 42(5):847-856, 1972.

Because of the multiple experiences of cognitive disequilibrium in the environment, the child is at a cognitive disadvantage in school. Suggestions for educational programs and policy are presented.

124. Miller, Elsa A. *The Disadvantaged Child*. Washington, D. C.: Episcopal Center for Children, 5901 Utah Avenue, N.W., 1971. 14 pp.

This is a report of a 5-year, ongoing intervention program that successfully deals with preschool and elementary school children who suffer from economic deprivation, cultural disadvantage, and emotional disturbance.

125. Myrick, Robert D., and Kelly, F. Donald, Jr. Group counseling with primary school age children. *Journal of School Psychology*, Vol. 9(2):137-143, 1971.

This paper presents a study of developmental group counseling of three first grade children, with positive results.

126. New York Association for the Psychiatric Treatment of Offenders. New York APTO therapists' report. In: *International Journal of Offender Therapy*. London, 1970. 40 pp.

The approaches and techniques of reality therapy in dealing with offenders, predelinquents, and disturbed children are discussed, in-

cluding helping problem children in school through guidance, crisis therapy, and mental health services.

127. North, Robert D. et al. *Evaluation Report for the Project. Clinical-Guidance Services for Disadvantaged Pupils in Non-Public Schools, 1969-1970*. New York: Psychological Corp., August 1970. 113 pp.

The main purpose of the program is to help pupils in non-public schools located in disadvantaged areas cope with social, emotional, or physical difficulties that interfere with academic progress. The field staff served 80,000 students in 155 schools in New York City.

128. Rajokovich, Marilyn J. High schools need nurse counselors, too. *Nursing Outlook*, Vol. 18(5):60-62, 1970.

Four students in a masters program in psychiatric nursing worked in an urban high school to initiate therapeutic interventions with the students.

129. Rosenthal, Etta M. Dealing with emotional problems. *Instructor*, Vol. 81:14, January 1972.

A school nurse suggests that elementary school teachers be objective and act in a positive manner when confronted with a child's hostility or poor behavior.

130. Rothman, Esther P. *The Angel Inside Went Sour*. New York: David McKay Co., 1970. 333 pp.

Dr. Rothman describes her experiences, policies, objectives, and recommendations as principal of the Livingston School for Girls, New York City, that was created for delinquent adolescents suspended from regular schools.

131. Schrager, Jules, and Lindy, Janet. Hyperkinetic children: Early indicators of potential school failure. *Community Mental Health Journal*, Vol. 6(6):447-454, December 1970.

Suggestions are made for the development of intervention programs within a school setting.

132. Sieber, Joan E., and Crockenberg, Susan Beldon. The teacher and the anxious child. *Today's Education*, Vol. 59(7):76-77, October 1970.

The authors suggest how the teacher can intervene in the classroom to alleviate anxiety caused by various facets of the school situation.

133. Smith, Donald C. Utilization of volunteer aides in a helping relationship with children. *Journal of School Psychology*, Vol. 8(3):202-208, 1970.

The negative outweighed the positive when unpaid, untrained and minimally supervised volunteers served in a one-to-one helping relationship with maladjusted children.

134. Sprinthall, Norman A. A program for psychological education: Some preliminary issues. *Journal of School Psychology*, Vol. 9(4):373-382, 1971.

The author discusses various approaches which focus on the student as a person rather than as an object to be filled with subject matter.

135. Sylvester, John D. Some notes on the causes of maladjustment and delinquency. [Niekoľko poznámok k príčinam maladjustácie a delikvencie.] *Psychologia a Patopsychologia Dietata* (Bratislava), Vol. 5(4):341-354, 1970.

The role of the school in the prevention and treatment of maladjustment and delinquency is discussed.

136. Vacc, Nicholas A. Long-term effects of special class intervention for emotionally disturbed children. *Exceptional Children*, Vol. 39(1):15-22, September 1972.

Using two groups of emotionally disturbed children—those who experienced special class placement and those who did not—the author questions the efficacy of special class intervention.

137. Wayne, Martin S. New mental health approaches to the school failure: A therapeutic educational center for a disadvantaged population. [Digest of a paper to be presented at American Orthopsychiatric Assn. Meeting, May 29-June 1, 1973.] *American Journal of Orthopsychiatry*, Vol. 43(2):227-228, March 1973.

A center organized to accept junior high school students from a problem area in Yonkers, New York is described, as are the results of clinical evaluations and objective psychological instruments.

138. Weissmann, Herbert N. Implications for the education of children with emotional and social disturbances. *Journal of Learning Disabilities*, Vol. 3(10):20-26, October 1970.

The author discusses the criteria for detection and the role of the school, the program, and the teacher in intervention.

139. Willgoose, Carl E. Mental health: At an early age. *Instructor*, Vol. 81:58-59, October 1971.

The author suggests rap sessions in the fifth and sixth grades.

See College Mental Health Programs; School Phobia; Consultation.

See also 1, 3, 5, 9, 22, 23, 25, 26, 27, 29, 30, 35, 39, 42, 44, 46, 47, 48, 71, 72, 78, 79, 81, 82, 85, 88, 89, 170, 174, 176, 181, 182, 184, 185, 187, 188, 189, 191.

Crisis Intervention

See 39, 50, 57, 60, 61, 99, 106, 126.

School Phobia

140. Cooper, Jo Ann. Application of the consultant role to parent-teacher management of school avoidance behavior. *Psychology in the Schools*, Vol. 10(2):259-262, April 1973.

A 6-year-old girl with school phobia was successfully treated via a behavior modification technique that employed the mother as primary behavior change agent.

141. Edlund, Calvin V. A reinforcement approach to the elimination of a child's school phobia. *Mental Hygiene*, Vol. 55(4):433-436, 1971.

A case study is presented of a seven-year-old girl who was successfully treated by teacher and parents, using reinforcement available only in the home environment.

142. Gittelman-Klein, Rachel, and Klein, Donald F. School phobia: Diagnostic considerations in the light of imipramine effects. *Journal of Nervous and Mental Disease*, Vol. 156(3):199-215, March 1973.

The results of a double blind, placebo-controlled study of the effects of imipramine among 35 school phobic children, ages 6 to 14, are reported. There was limited success, and the relevance of the findings to theories of school phobia is examined.

143. Hersen, Michel. The behavioral treatment of school phobia. *Journal of Nervous and Mental Disease*, Vol. 153(2):99-107, 1971.

Though clinical evidence supports the use of behavioral modification techniques for school phobia, more in-depth, long-term, followup studies are needed to accurately assess the superiority of the behavioral approach.

144. Kelly, Eugene W., Jr. School phobia: A review of theory and treatment. *Psychology in the Schools*, Vol. 10(1):33-42, January 1973.

This article gives the school counselor and psychologist concrete suggestions to help the school-phobic child.

145. Lassers, Elisabeth; Nordan, Robert; and Bladholm, Sheila. Steps in the return to school of children with school phobia. *American Journal of Psychiatry*, Vol. 130(3):265-268, March 1973.

The authors discuss eight steps that they have found to be successful in getting the child to school and helping his parents keep him there.

146. Leard, Hugh M. School phobia revisited. *Canadian Counsellor*, Vol. 6(1):27-31, January 1972.

School phobia, intervention by the teacher, and therapy for the child and parents are discussed.

147. Long, James D. School phobia and the elementary counselor. *Elementary School Guidance and Counseling*, Vol. 5(4):289-294, 1971.

The basis for school phobia and the school counselor's role are discussed. The counselor works with school personnel, parents, and child within a framework of behavior modification.

Consultation

148. Arnold, Richard; Perlman, Matthew; McQueeney, David; and Gordon, Dorothy. The nature of mental health consultation to pre-school programs. [Digest of a paper to be presented at American Orthopsychiatric Assn. Meeting, May 29-June 1, 1973.] *American Journal of Orthopsychiatry*, Vol. 43(2):220, March 1973.

In discussing three ongoing consultation models in Rochester,

N.Y., the authors stress that the consultant must be flexible and responsive to the various and changing needs of his consultees.

149. Barman, Alicerose. Adding a new dimension to mental health services for a school community: A description of a consultant-coordinator position in a suburban school district. [Digest of a paper to be presented at American Orthopsychiatric Assn. Meeting, May 29-June 1, 1973.] *American Journal of Orthopsychiatry*, Vol. 43(2):221, March 1973.

The author gives a preliminary and subjective evaluation of the newly created "Consultant to the [school] District" position, Highland Park, Illinois.

150. Berkovitz, Irving H. Mental health consultation to school personnel: Attitudes of school administrators and consultant priorities. *Journal of School Health*, Vol. 40(7):348-354, September 1970.

A survey revealed that administrators must cooperate with each other and use consultants for primary, as well as tertiary, prevention.

151. Bloch, H. Spencer. Experiences in establishing school consultation. *American Journal of Psychiatry*, Vol. 129(1):63-68, July 1972.

The author discusses the disparities between theory and practice in school consultation and offers suggestions to mitigate the polarization that exists between consultant and consultee.

152. Broskowski, Anthony. Concepts of teacher-centered consultation. In: Claiborn, W. L., and Cohen, R., eds. *School Intervention*. Vol. 1—Of a Continuing Series in Community-Clinical Psychology. New York: Behavioral Publications, 1973.

The author describes and evaluates a program of consultation that was tailored within the framework of the school organization and personnel at an inner city junior high school.

153. Cardon, Bartell W., and Efraemson, Margaret W. Consulting school psychology in the urban setting: Philadelphia Process Follow Through. *Journal of School Psychology*, Vol. 8:231-236, 1970.

Prevention, detection, and intervention techniques used in an ongoing elementary and secondary school program are discussed.

154. Chess, Stella, and Fernandez, Paulina. Through the looking glass: A school's view of psychiatric care. [Digest of a paper to be presented at American Orthopsychiatric Assn. Meeting, May 29-June 1, 1973.] *American Journal of Orthopsychiatry*, Vol. 43(2):222-223, March 1973.

This paper describes a community psychiatry school consultation program and the reciprocal relationships between the child psychiatry facility and the school. (New York University Medical School, New York).

155. Constanza, Victor, and Klapman, Howard. Developing direct classroom consultation. *Journal of Learning Disabilities*, Vol. 3:351-354, July 1970.

Medical-psychological consultants were utilized with intermediary

teacher-consultants to help teachers become more effective in their work with problem children.

156. Dinkmeyer, Don. The teacher as counselor: Therapeutic approaches to understanding self and others. *Childhood Education*, Vol. 46(6):314-316+, March 1970.

The author suggests that only the regular classroom teacher, assisted by a competent consultant, can reach all children and maximize emotional growth.

157. Ebert, Dorothy W.; Dain, Robert N.; and Phillips, Beeman N. An attempt at implementing the diagnosis-intervention class model. *Journal of School Psychology*, Vol. 8(3):191-196, 1970.

School psychologists worked in a consultant capacity to train behavioral science teachers as "teacher-psychological specialists" who could effectively manage special classes for problem students.

158. Forman, Marc A., and Hetznecker, William. Varieties and vagaries of school consultation. *Journal of the American Academy of Child Psychiatry*, Vol. 11(4):694-704, October 1972.

In an attempt to reduce the mutual dissatisfaction between consultants and educators, the authors delineate potential sources of conflict, with special emphasis given to the initial negotiation process.

159. Gallessich, June. A systems model of mental health consultation. *Psychology in the Schools*, Vol. 9(1):13-15, January 1972.

The author outlines the use of consultants to assess and discover ways to meet school mental health goals, including intervention and teacher consultation.

160. Kauffman, James M.; Vincente, Ann R.; Benton, Joseph F.; McKnight, Mary W.; and Mende, Robert H. Part-time consultants in the schools: Observations of a resource team for service to children with school problems. *Journal of School Health*, Vol. 42(8):446-449, 1972.

Part-time consultants with extensive teaching experience, plus a full-time professional and a full-time secretary, enable rural or poor school districts to have school mental health programs where funds and availability of professionals are limited.

161. Lawrence, Margaret Morgan. *The Mental Health Team in the Schools*. New York: Behavioral Publications, 1971.

This is an analysis of the School Mental Health Unit, a community mental health, consultative service to schools in Rockland County, New York. The School Unit, serving 30,000 students in eight public school districts, was a pilot project from 1957-1963.

162. Perry, Mary H. Helping children with emotional problems at school. *Childhood Education*, Vol. 46:290-292, March 1970.

The author, a practicing school psychologist, says the school psychologist must act in a consultative, supportive role with the teacher, and cooperate with the parents.

163. Scharff, David E. Mental health consultation in an urban "community school system." [Digest of a paper presented at the Forty-Ninth Annual Meeting of the American Orthopsychiatric Assn., Detroit, Mich., April 5-8, 1972.] *American Journal of Orthopsychiatry*, Vol. 42(2):310-311, March 1972.

The author discusses the roles and techniques of consultants in the Anacostia Community School Project, Washington, D. C.

164. Singer, David L.; Whiton, Mary Beth; and Fried, Matthew L. An alternative to traditional mental health services and consultation in schools: A social systems and group process approach. *Journal of School Psychology*, Vol. 8(3):172-179, 1970.

A pretested model is proposed to unite the school psychologist (consultant) and educator (consultee) in the common, interacting goal of educational effectiveness and corrective intervention.

165. Skerow, Natalie R., and Dizenhuz, Israel M. New dimensions of psychiatric consultation with teachers: A conceptual approach to the helping alliance. [Digest of a paper to be presented at American Orthopsychiatric Assn. Meeting, May 29-June 1, 1973.] *American Journal of Orthopsychiatry*, Vol. 43(2):226-227, March 1973.

A liaison educator, serving as a staff member of both the Cincinnati Public Schools and Central Psychiatric Clinic, developed and implemented a collaborative approach to train child psychiatrists in the area of teacher consultation.

166. Williams, Donald L. Consultation: A broad, flexible role for school psychologists. *Psychology in the Schools*, Vol. 9(1):16-21, 1972.

The consultant's role is to help the consultee (teacher) and the entire school staff develop and utilize their own resources for coping with problem students.

167. Winicki, Sidney A. The case conference as a consultation strategy. *Psychology in the Schools*, Vol. 9(1):21-24, 1972.

The consultant's role in teacher training is to facilitate the communication process among a group of teachers so that free exchange of ideas can lead to increased problem-solving competence with students.

See also 25, 26, 30, 39, 75, 76, 103, 115, 169, 177, 198.

PERSONNEL

School Mental Health Roles and Training

168. Altman, Michael. A child psychiatrist steps into the classroom. Report of a training experience. *Journal of the American Academy of Child Psychiatry*, Vol. 11(2):231-242, April 1972.

A child psychiatrist gives a personal account of his experiences in an elementary school classroom and offers suggestions for training other child psychiatrists in this capacity.

169. Brody, Michael, and Schneider, Owen B. The psychiatrist as classroom teacher: School consultation in the inner city. *Hospital and Community Psychiatry*, Vol. 24(4):248-251, April 1973.

The authors relate their experiences and the benefits they derived from teaching eighth graders in an inner city junior high school.

170. Buktenica, Norman A. The child in his social context: Implications for training the school psychologist. [Digest of a paper presented at the Forty-Ninth Annual Meeting of the American Orthopsychiatric Assn., Detroit, Mich., April 5-8, 1972.] *American Journal of Orthopsychiatry*, Vol. 42(2):306-307, March 1972.

This paper presents a rationale for training psychologists to work with elementary and secondary school children within a transactional and multidisciplinary approach, utilizing nonprofessionals.

171. Buktenica, Norman A. A multidisciplinary training team in the public schools. *Journal of School Psychology*, Vol. 8(3):220-225, 1970.

Graduate students, representing nine areas of specialization from six universities, participated on a mental health training team. Background, rationale, and experiences are discussed, including their goal of prevention rather than crisis intervention.

172. Bullock, Lyndal M., and Whelan, Richard J. Competencies needed by teachers of the emotionally disturbed and socially maladjusted: A comparison. *Exceptional Children*, Vol. 37(7):485-489, March 1971.

Two different tests administered to two groups of special education teachers indicate a need for continued research and teacher training, especially interdisciplinary training at the college level.

173. Cardon, Bartell W. School psychology for the total school. *Professional Psychology*, Vol. 3(1):53-56, Winter 1972.

This proposal discusses the training and approach that should be used by psychologists who work with mental health in the schools.

174. Cowen, Emory L.; Dorr, Darwin A.; and Pokracki, Francine. Selection of nonprofessional child-aides for a school mental health project. *Community Mental Health Journal*, Vol. 8(3):220-226, August 1972.

The selection process that was used is evaluated.

175. Cowen, Emory L.; Dorr, Darwin A.; Sandler, Irwin N.; and McWilliams, Spencer. Utilization of a nonprofessional child-aide school mental health program. *Journal of School Psychology*, Vol. 9(2):131-136, 1971.

This paper discusses program utilization of fifty-five women who were given focused, time-limited training for work as child-aides with maladapted primary grade school children.

176. Crosby, Marian H., and Connolly, Mary Grace. The study of mental health and the school nurse. *Journal of School Health*, Vol. 40(7):373-378, 1970.

This study is concerned with the mental health needs of school age

children, the resources utilized by school nurses in a school district, and an analysis of the nurses' views of mental health and potential role expansion.

177. Emmet, Gerald M. The psychoanalyst, the community and the schools. *Contemporary Psychoanalysis*, Vol. 7(2):153-162, 1971.

Guidelines are set forth for the psychoanalyst who wants to change from traditional practice to the consultant capacity required by community and school psychiatry.

178. Farling, William H. The National Association of School Psychologists: Its development and objectives. *Professional Psychology*, Vol. 1(2):121-122, 1970.

The primary goal of the N.A.S.P. is to formulate a clear and realistic definition of school psychology, including its competence, limitations, and potential.

179. Ferinden, William E., Jr. The role of the school nurse in the early identification of potential learning disabilities. *Journal of School Health*, Vol. 42(2):86-87, February 1972.

The author lists problem areas that a school nurse, because of her professional training and unique position in the school, can identify.

180. Fredlund, Delphie. Juvenile delinquency and school nursing. *Nursing Outlook*, Vol. 18(5):57-59, 1970.

The school nurse can play an important role in primary prevention of juvenile delinquency by detecting early school problems and working closely with students, parents, and teachers.

181. Glass, Raymond M., and Meckler, Roy S. Preparing elementary teachers to instruct mildly handicapped children in regular classrooms: A summer workshop. *Exceptional Children*, Vol. 39(2):152-156, October 1972.

A teacher training workshop for effective intervention is discussed.

182. Guernsey, Bernard G., Jr., and Flumen, Audrey Bach. Teachers as psychotherapeutic agents for withdrawn children. *Journal of School Psychology*, Vol. 8(2):107-112, 1970.

Specially trained teachers, working under the supervision of a mental health professional, had positive results with their withdrawn students.

183. Harding, Frances Keller. Teachers and teams—their importance to mental health in the classroom. *Journal of School Health*, Vol. 42(2):120-121, February 1972.

In order to transmit positive mental health attitudes to their pupils, teachers should have access to mental health teams during their college training and teaching career.

184. Kaiser, George M. Sharpening our observation and testing of children in the school. [Digest of paper to be presented at American Orthopsychiatric Assn. Meeting, May 29-June 1, 1973.] *American Journal of Orthopsychiatry*, Vol. 43(2):225-226, March 1973.

The author states that classroom observation is far more revealing than test batteries, and school psychologists should operate accordingly.

185. Kranz, Peter L. Teachers as play therapists: An experiment in learning. *Childhood Education*, Vol. 49(2):73-74, November 1972.

In a school mental health program interested elementary school teachers were trained to become clinical assistants, under professional supervision, for disturbed students not needing direct psychiatric or psychological help.

186. Labon, D.; Morgan, A. H.; Sants, J.; and Tucker, N. A fieldwork programme for trainee educational psychologists. *Bulletin of the British Psychological Society*, Vol. 26:31-35, 1973.

This paper describes the postgraduate training program in England and Wales. The trainees are required to undertake fieldwork in local authority school psychological and child guidance service settings.

187. McWilliams, Spencer A., and Finkel, Norman J. High school students as mental health aides in the elementary school setting. *Journal of Consulting and Clinical Psychology*, Vol. 10(1):39-42, 1973.

The program described and evaluated in this report involves under-achieving high school students who were trained as aides and worked with primary grade children who had maladaptation problems.

188. Miller, Dorothy B. Child advocacy and the school nurse. *School Health Review*, Vol. 4(1):26-28, January/February 1973.

The director of the School Nursing Manpower Project discusses the program to train nurses for a school nurse role.

189. Morse, William C. *Classroom Disturbance: The Principal's Dilemma*. Arlington, Virginia: The Council for Exceptional Children, 1411 South Jefferson Davis Highway, 22202, 1971. 52 pp.

The multiple responsibilities and role of the principal are discussed, along with methods of primary prevention and supportive help.

190. Popper, Samuel H. et al. An evaluation of community school organization. *Theory Into Practice*, Vol. 11(1):38-42, February 1972.

Description of adoption-diffusion model used in Minnesota program to increase school administrators' awareness of mental health problems is presented.

191. Prunty, Odessa. The school social worker's role in overcoming learning handicaps. *Child Welfare*, Vol. 50(8):442-446, October 1971.

The author suggests that social workers move into the educational field to help coordinate services for the needy or disadvantaged.

192. Ruckhaber, Charles J. An elementary school mental health program: the Stark School model. *Journal of School Psychology*, Vol. 8(3):197-201, 1970.

As a practical and feasible alternative to the existing mental health manpower shortage, psychologists trained teachers as mental health specialists.

193. Runquist, Merrell P.; Pinkerton, Rolffs S.; and Martin, Paul L. Evaluating a mental health workshop for teachers. *Hospital and Community Psychiatry*, Vol. 23(12):379-381, December 1972.

Twenty-four elementary and high school teachers who participated in an in-service training program were measured for attitudinal changes.

194. Sandler, Irwin N. Characteristics of women working as child aides in a school-based preventive mental health program. *Journal of Consulting and Clinical Psychology*, Vol. 39(1):56-61, August 1972.

The author discusses the reliability of the selection procedure for nonprofessional child aides.

195. Schiff, Sheldon K., and Turner, Douglass T. The Woodlawn School Mental Health Training Program: A community-based university graduate course. *Journal of School Psychology*, Vol. 9(3):292-302, 1971.

To deal effectively with all facets of school mental health, the program attempts to redefine and cross professional jurisdictional boundaries by training parents, students, teachers, and mental health professionals and non-professionals.

196. Silberberg, Norman E., and Silberberg, Margaret C. Should schools have psychologists? *Journal of School Psychology*, Vol. 9(3):321-328, 1971.

The authors suggest that the school psychologist is severely limited in his primary role of child advocate and agent for change within the school. They discuss the question of school districts' subsidizing community psycho-educational clinics.

197. U. S. Office of Education. *U.S.O.E. Fellowship Students' Practicum Handbook for the Cooperative Psycho-Educational Training Program for Teachers of the Emotionally Disturbed*. Detroit, Mich.: College of Education, Wayne State University, 1970. 115 pp.

The handbook is an orientation, general resource and procedural manual for graduate students participating in the Wayne State University Fairlawn Center cooperative psycho-educational training program for teachers of the emotionally disturbed.

198. Woody, Robert H. Counseling and health education. *Journal of School Health*, Vol. 41(1):3-8, January 1971.

The interdisciplinary nature of counseling and health education is discussed, and recommendations are given for implementing cooperation and training within the two disciplines.

See Consultation

See also 21, 22, 24, 25, 26, 28, 32, 36, 38, 40, 47, 48, 55, 73, 74, 77, 79, 85, 99, 101, 103, 105, 115, 117, 119, 120, 128, 132, 138, 147.

Mental Health Team

See 22, 25, 26, 27, 38, 39, 40, 75, 137, 160, 161, 171.

Nonprofessional Aides

See 25, 38, 48, 108, 109, 133, 170, 174, 175, 187, 194, 195.

Peers and Peer Group

See 55, 56, 109, 114, 118.

Parent and family roles

See 44, 46, 48, 64, 65, 66, 69, 75, 81, 102, 110, 124, 135, 140, 141, 142, 143, 145, 146, 147, 162.

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